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ABSTRACT

The purpose of the 1971 Higher Education Act (HEA) Institute for Training in Librarianship and Drug Education was to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individual schools and communities. Twenty-eight participants, from six southeastern states, were enrolled in the six week program at the School of Library Media at Alabama A&M University. The program consisted of three courses: Bibliography of Drug Education, Preparation of Instructional Materials, and Organization and Utilization of Instructional Materials. Other activities included weekly seminars, field trips and daily laboratory activities in the media workshop. This report contains the director's narrative evaluation, outlines and bibliographies of the three courses, information on institute procedures, and lists of staff and participatns. (SL)

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NARRATIVE EVALUATION REPORT ON:

AN HEA INSTITUTE FOR TRAINING IN LIBRARIANSHIP FOR DRUG EDUCATION FOR ACADEMIC AND SCHOOL LIBRARY MEDIA SPECIALISTS

AT: ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
NORMAL, ALABAMA 35762

DATES: JUNE 10, 1971 TO JULY 23, 1971

SUBMITTED BY: CARL H. MARBURY, DIRECTOR

Conducted under a grant from the U. S. Office of Education, Title II-B, Higher Education Act, P. L. 89-329, as amended.

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To be considered for admission to the graduate program of the School of Library Media, the applicant must have a bachelor's degree from an accredited college or university and have maintained a satisfactory academic record on all previous undergraduate and graduate course work. Students interested in graduate study must provide the following:

(To the Dean of the School of Graduate Studies)

1. Official transcripts of all college work (sent directly from the registrar of your college or university)
2. Official transcript of scores on the Graduate Record Exam (GRE)
3. Completed graduate application forms

(To the Dean of the School of Library Media)

1. Completed application form - School of Library Media
2. Personal interview with the Dean of the School of Library Media or some other person designated by the Dean is required before admission is approved.

All necessary forms for admission to the Graduate School and the School of Library Media may be obtained through the office of the School of Library Media. If accepted for graduate study, the student will receive a letter from the Dean of the School of Graduate Studies with a permit to register. (NOTE: NO ACTION CAN BE TAKEN ON APPLICATIONS UNTIL ALL OFFICIAL TRANSCRIPTS HAVE BEEN RECEIVED BY THE GRADUATE SCHOOL).

FINANCIAL ASSISTANCE

Presently, the School of Library Media has limited funds made available by the W. K. Kellogg Foundation for work scholarships. The grants will be awarded to undergraduates and graduates with good grade-point averages upon receipt and careful examination of a letter outlining the family's financial status. A manifest interest in Library Media and high scholastic records are indicative of success and are determining factors for scholarship aid.

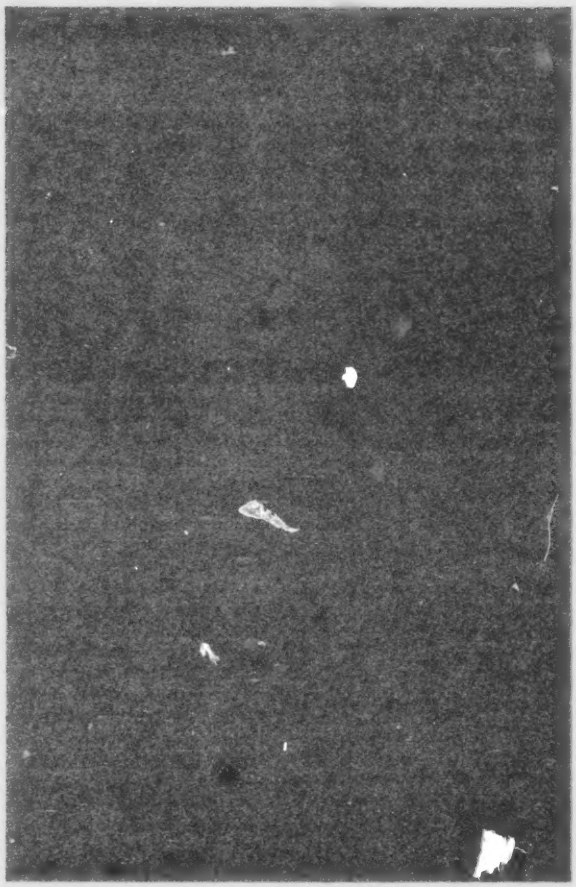
Application forms for scholarship aid will be forwarded upon request. However, all students are encouraged to pay most or all of their expenses due to the limited amount of funds available and the large number of applicants requesting aid. We leave it to the honor of the individual as to his **need.**

Address inquiries to:

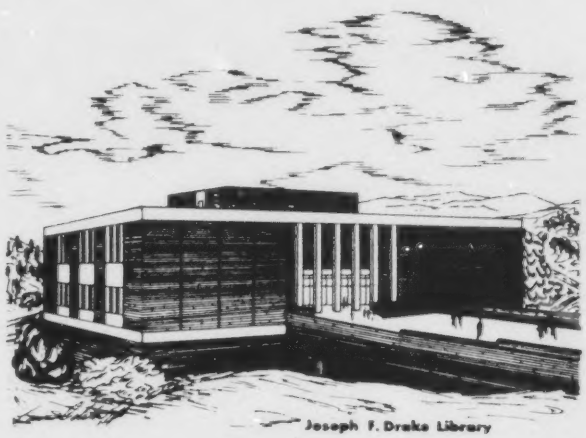
Dr. Carl H. Marbury, Dean
School of Library Media
Alabama A. and M. University
Huntsville, Alabama 35762

Other Financial Aids

Alabama A. and M. University has other financial aids programs available to any student attending the University: the National Defense Loans, the University Work-Study Program, the Education Opportunity Grants, and the Federal State Guaranteed Student Loan Program. For more information concerning these programs, write: Mr. Percy Lanier, Financial Aids Officer, Alabama A. and M. University, Huntsville, Alabama 35762.



STUDIES IN LIBRARY MEDIA



Joseph F. Drake Library

ALABAMA A & M UNIVERSITY

HUNTSVILLE, ALABAMA 35762

CARL H. MARBURY, DEAN
SCHOOL OF LIBRARY MEDIA
ALABAMA A. and M. UNIVERSITY
HUNTSVILLE, ALABAMA 35762

VISITING LECTURERS AND CONSULTANTS

James A. Allen, School Library Supervisor, Kings and Tulare Counties, Hanford, California

Robert Lee, Director, School of Library Science, Kansas State University, Emporia, Kansas and member of the ALA Library Education Accrediting Committee

Frances Neel Cheney, Associate Director, Library School and Associate Professor of Library Science, George Peabody College, Nashville, Tennessee

Franz Frederick, Assistant Professor, Educational Media Curriculum, Purdue University, Lafayette, Indiana

Clyde Foster, Director, Computer Science Center, Alabama A. and M. University

Lois Henderson, School Library Supervisor, Florence City Schools, Florence, Alabama

Frances Henne, Associate Dean, Graduate Library School, University of Chicago, Chicago, Illinois

Henk Newenhouse, President, Newenhouse - Novo, Northfield, Illinois

Carolyn Masters, Librarian, Huntsville High School and Instructor, University of Alabama, Huntsville, Alabama

John H. Moriarty, Director, Purdue Libraries and Audio-Visual Center, Lafayette, Indiana

Jean M. Perrault, Library Director, University of Alabama, Huntsville, Alabama

Carrie C. Robinson, Coordinator, School Libraries, State Department of Education, Montgomery, Alabama

Carolyn I. Whitenack, Professor and Chairman, Educational Media Curriculum, Department of Education, Purdue University, Lafayette, Indiana

David Messer, Director, Educational Media Center, University of Kentucky - Henderson Community College, Henderson, Kentucky

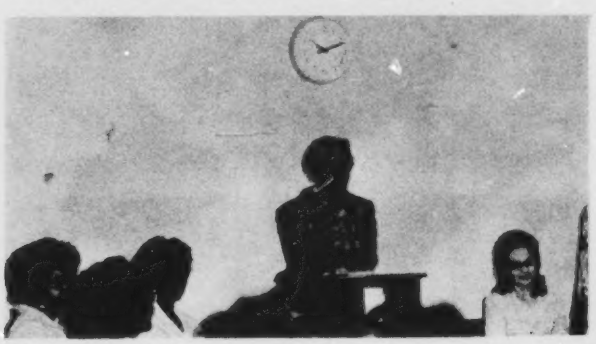
Mary Mann, Supervisor, Secondary Libraries, Washington Metropolitan Township, Indianapolis, Indiana

Jane Vance, Librarian, Farrer Junior High School, Provo, Utah

Ruth Johnson, School Libraries Consultant, Alabama Department of Education, Montgomery, Alabama

Edwin Gleaves, Director, George Peabody Library School, Nashville, Tennessee

Ann Slayton, Head Librarian, Redstone Scientific Information Center, Redstone Arsenal, Alabama



THE SCHOOL OF LIBRARY MEDIA

The School of Library Media is a new program in library education at Alabama A. and M. University. With a $203,050 grant from the W. K. Kellogg Foundation, a program was developed that was unencumbered with the rigid structures of many library education institutions and a concerted effort was made to provide training and competence in all phases of media storage, retrieval and utilization.

As the School has grown, new dimensions of service and instruction have been undertaken with the express purpose of improving the quality of instruction and increasing the relevance of activities planned for students enrolled in the School of Library Media. Innovation to meet the changes of society is an ongoing feature of the program.

The physical facilities for the newly established School of Library Media occupy approximately 7,000 square feet of the ground floor of the new Joseph F. Drake Memorial Library. This space was especially designed and equipped for the instructional program of the new School and contains classrooms, offices, conference rooms, an auditorium, a laboratory media center and a service center, including reading and stack facilities as well as exhibition, audio-visual equipment and use spaces. This facility meets all the requirements of a physical plant for an outstanding program.

CURRICULUM

The Alabama A. and M. University offers a Master of Science in Library Media (MSLM) degree and the baccalaureate degree with a minor in Library Media. The program is aimed primarily at the preparation of Library Media Specialists and attention is focused upon post-baccalaureate study. However, standards for professional education for librarianship as prescribed by the American Library Association recognize the merit of distributing professional content over the last three years of a five-year study program which culminates in a master's degree.

Graduate students may select courses from various schools and departments in meeting various needs for specific types of librarianship. Courses offered by the School of Library Media include:

LIB 500	Introduction to Library Media
LIB 501	Audio-Visual Media
LIB 502	Supervision and Administration of Multi-Media Programs
LIB 503	Literature and Related Materials for Children
LIB 504	Literature and Related Materials for Young Adults
LIB 505	Reference Materials and Bibliography
LIB 506	Classification and Cataloging
LIB 507	Advanced Reference Materials and Bibliography
LIB 508	Advanced Classification and Cataloging
LIB 510	Preparation of Instructional Materials
LIB 511	Literature and Related Materials of the Humanities
LIB 512	Literature and Related Materials of Minority Cultures
LIB 513	Mythology, Folklore and Folk Tales
LIB 514	Radio and Television in Education
LIB 515	Seminar in Library Media
LIB 516	Practicum in Library Media Services
LIB 517	Libraries and Media Centers
LIB 518	Library Administration (Public, College and Special)

LIB 519 Government Publications

LIB 510 Literature and Related Materials of the Sciences and Technology

LIB 521 Programmed Learning and Computer Assisted Instruction

LIB 522 Introduction to Information Science

LIB 523 Mass Communications

LIB 524 Literature and Related Materials of the Social Sciences

LIB 525 Independent Research

LIB 526 Thesis

PROGRAMS IN COOPERATION

The School of Library Media has developed close ties with several institutions of national and regional leadership in library education. Since 1968, Purdue University has been intimately involved with Alabama A. and M. in an effort to help develop in the Southeast a center of higher education that would combine all types of learning resources and materials in library education. In 1969, working relationships were established with the School of Library Science at George Peabody College for Teachers in Nashville and with the library center and staff of the U. S. Army Scientific Information Center at Redstone Arsenal.

Further plans are being processed in developing joint activities and mutual support between the above agencies that would improve opportunities and experiences for our students.

Ruth Johnson, Carrie Robinson, and Carolyn Whitenack

SCHOOL OF LIBRARY MEDIA / INFORMATION REQUEST

Please Complete and Return To:

Dr. Carl H. Marbury, Dean
School of Library Media
Alabama A. and M. University
Huntsville, Alabama 35762

NAME _____

STREET _____

CITY _____ STATE _____

ZIP CODE _____

NAME AND TYPE OF LIBRARY WHERE NOW EMPLOYED

_____

_____

ADDRESS _____

DEGREE(S) EARNED: _____

COLLEGE OR UNIVERSITY _____

NUMBER OF HOURS IN LIBRARY SCIENCE:

SEMESTER _____ QUARTER _____

Completion of this form does not constitute an application, only a request for application forms.

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	1
	Preliminary Comments - Drug Abuse	1
	Objectives	3
	Participant Information	4
	Eligibility	4
	Nondiscrimination	5
	Application and Selection	5
	Academic Credit	5
	Stipend	5
	Housing Facilities	5
	Formal Program of Institute	6
	Facilities and Resources	8
	Other Activities	9
	Staff	10-12
	Consultants, Lecturers and Visitors	12
	Laboratory Assistants	12-13
	Teaching Assistants	13
	Advisory and Selection Committee	14
	Publicity	14
II.	DIRECTOR'S EVALUATION AND COMMENTS	
	USOE	18
	Relations with Administration	18
	Pre-Institute Preparation	18
	Participant Orientation	18
	Facilities	19
	Field Trips	19
	Laboratory Work	19
	Communication	19
	Faculty and Staff	20
	Unique Features	21
	Use of New Materials	22
	Significance to Participants	22
	Strengths of the Institute	23
	Major Weaknesses	24
	Major Problems Encountered and Their Solution	24
	Overall Evaluation by the Director	24-27
	Director's Record	27a
III.	FACULTY, STAFF, AND ADVISORY REPORTS AND EVALUATIONS OF THE INSTITUTE	
	Institute Evaluation - Faculty Composite	28-29
	Organization and Utilization of Instructional Materials	
	Mrs. Bester Bonner	30-35

Preparation of Instructional Materials
Mr. Thomas V. Dawson 36-47
Bibliography of Drug Education
Mrs. Bessie R. Grayson 48-68

IV. SCHEDULE OF CONCURRENT INSTITUTES. 69-74

V. SPECIAL PROGRAMS
Field Trips 75-76
Closing Day Program. 77
Institute Projects. 78-
Groups and Group Leaders. 79-81

VI. CONCLUSIONS

APPENDIX A
Participants 82-86
Statistical Report 87
Opening Day Report 88-93
APPENDIX B
Correspondence with Participants. 94-111
APPENDIX C
Photograph of Institute Participants. . . . . .
APPENDIX D
Certificate of Completion . . . . . .
APPENDIX E
Institute Brochure . . . . . .
APPENDIX F
Brochures - Studies in Library Media . . . .

I. INTRODUCTION

Preliminary Comments, Drug Abuse

Drug abuse has reached such dimensions in the United States that almost every community and each segment of our society has been affected. Too often responsible leadership in the local communities has been ill prepared to cope with immediate crisis situations relative to the illegal use of narcotics. In many circumstances, local leadership has aggravated complex problems by using emotional and inaccurate information in an effort to curtail drug abuse. At this point, there is little that can be done to bring an immediate change in the behavorial patterns of public officials in matters relating to drugs but a significant impact can be made by providing a program that will touch first the potential drug user on the campuses of public schools and institutions of higher learning. By developing leadership in drug education in college and school library personnel, they will be in a position to provide valid packages of learning materials and bibliographies to students, teachers, and counselors; it is hoped that the problem can be dealt with positively so that an effective assault can be made against drug abuse. Beyond that, these packages and bibliographies should be available to community leaders, civic groups, and parents.

The School of Library Media proposed to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids

designed to meet the specific needs of individual schools and communities. Alabama A. and M. University and the School of Library Media are uniquely qualified to host such a program as outlined above because of several factors:

1. ACHE sponsored a four-week drug institute for the faculty of eight member insitutions. Participants in the librarians institute were able to share in the visits of consultants, field study, etc.
2. The School of Library Media has a comprehensive Demonstration Media Center which includes a complete A-V production laboratory to serve both library media training and service to the University instructional program.
3. The School had been approved to plan and develop a comprehensive media center for ACHE as a result of a five-day Media Workshop for ACHE personnel held at the School June 8-12, 1970.
4. The Media Center at A. and M. had been selected as the Central Media Depository for the TARCOG (Top of Alabama Regional Council of Governments) Consortium of Colleges and Universities. All media material, equipment, facilities accruing to such development, will be available to participants in this Institute.
5. Alabama A. and M. was recently designated by ACHE to prepare a preliminary proposal on behalf of the Consortium under the Drug Abuse Education Act of 1970

(P. L. 91-527) which was signed into law by President Nixon on December 3, 1970 providing a three-year, $58 million authorization for durg education and prevention programs. Students and/or student-age youth will assume primary responsibility for project planning, implementation, and management.

Objectives: The purpose of the 1971 HEA Institute for Training in Librarianship and Drug Education was to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individuals schools and communities. The specific objectives were:

1. To identify the specific problems in the participant's community that are most likely to turn a student toward drug abuse as a solution to his personal problems.

2. To identify agencies of local, state, and national reputation that have been or have the potential to be effective in dealing with drug abuse problems in the following situations:

   a. College campuses
   b. Local schools and communities

3. To describe the psychological and physiological aspects of drug abuse.

4. To serve as a member of a team that will develop for implementation a preventative drug abuse program to meet specific needs of the campus and the community.

5. To develop curriculum packages that may be utilized in a variety of methods on campus and in the communities involved.

6. To create packages of instructional materials that may be used throughout the Southeast in schools and communities trying to solve local drug abuse problems. These packages will include materials for use by individuals and small and large groups.

7. To develop model curriculum in cooperation with ACHE, the School of Education, and the School of Graduate studies at the University.

Participant Information: The HEA Institute for Training in Librarianship for Drug Education was held at Alabama A. and M. University, June 10, 1971 through July 23, 1971. Twenty-eight participants, representing six Southeastern States, were enrolled for six weeks and two days; twelve had bachelor's degrees and fifteen had master's degrees. The Institute proposed to train and organize teams on drug education from the participating ACHE colleges, and several other colleges and public schools in the Southeast.

In effect, this Institute was a cooperative effort and an extension of an EPDA-ACHE Institute on Drug Dependence to include training in Librarianship and Drug Education--effectively using print and non-print materials in drug education programs. The ACHE Consortium has been charged with the responsibility of developing a model curriculum in drug education for higher education. The participation of persons from the Librarianship Institute will enable each college and community team to have a more effective campus and community program.

Criteria for Eligibility: For all participants, the criteria for eligibility was as follows:

1. Evidence of continuing employment as a librarian or media specialist for the coming year.

2. Applicant should have several years of service remaining in his career to benefit the school and community.

3. Interest in and indication of a knowledge of materials and curriculum.

4. Evidence of sound character and high potential as a leader in assisting teachers and students in acquiring valid information relative to the problem of drug abuse in our society.

5. Evidence that the individual possesses the prerequisite academic aptitude to pursue the program successfully. Minimum admission requirements include and undergraduate index from an accredited institution of "C+" or better and previous graduate work must average "B" or better unless exceptional circumstances prevail.

Specific criteria for secondary personnel:

A valid librarian's or media specialist's certification.

Specific criteria for academic personnel:

1. Head institutional library director or staff member delegated by the director.

2. Library representative will be given time to serve as a drug education resource specialist.

Nondiscrimination: In selecting individuals for participation and otherwise in the administration of this program, the Alabama Center for Higher Education did not discriminate on the grounds of race, creed, color, or national origin of an applicant or participant.

Application and Selection: Applications, supported by a letter of recommendation from the local administration (President, Vice-President, Dean or Superintendent) were received by Dr. Richard Arrington, Jr., Executive Director of ACHE, Birmingham, Alabama, Coordinator of Institute, on or before may 28, 1971. Dr. Arrington, assisted by the Institute Advisory Committee, made the selections of participants and alternates. Since processing was started upon receipt of application, it was to the advantage of each applicant to submit materials as early as possible. All applicants were notified of Committee action by June 1, 1971, by telephone and by official letter. Letters of acceptance were received up through June 8, 1971.

Academic Credit: Academic credit was not the purpose of the Institute, however, participants did earn seven (7) semester hours of elective graduate credit. Participants who wished to receive credit were required to qualify for graduate student status at Alabama A. and M. and to submit credentials of their prior training.

Stipend: Participants were awarded stipends of $75 per week, plus an allowance of $15 per week for each dependent during the period of the Institute. Participants were expected to provide their own books and supplies. No deductions were made from the stipends for room, board, or the other expenses accruing to participants.

Housing Facilities: The dormitories for the Institute were Hopkins Hall for men and Thomas Hall for women. They were three-story, air-conditioned structures located not more than two blocks from the library. Both halls were within easy access of the Student Center and cafeteria where food service is available at reasonable cost. Parking was available in lots adjacent to the halls. An estimate of weekly cost for room, food, and parking was $37.50. Living accomodations without food were not available on campus.

Formal Program of the Institute: The objectives of the Institute were accomplished by the following program of studies and activities:

1. Bibliography of Drug Education. (2 Semester Hours)

Professor: Mrs. Bessie R. Grayson
Consultant: Mrs. Carrie Robinson
Laboratory Assistant: Mrs. Alice McManus
Total Participant's Time: 7 hours per week (including laboratory sessions)
Total Instructor's Time: Half-time; Consultants: Mrs. Carrie Robinson - One Week

Sources collection, selection and evaluation of drug education print and non-print materials which can be used in the instructional program of the school and community were emphasized. Consideration was given to all media with special emphasis on effective selection and evaluation. Special assistance was given to participants in preparing bibliographies and collections of materials for use in their school and community situations. Laboratory sessions were for preparation of various bibliographies and lists.

2. Preparation of Instructional Materials. (3 Semester Hours)

Professor: Mr. T. V. Dawson, Director of Educational Media Center
Lecturers: Mr. David Anderson
Mr. Don Roberts
Laboratory Assistants: Mr. Willie Fuller
Mr. Timothy Jackson
Total Participant's Time: 7 hours per week (including laboratory sessions)
Total Instructor's Time: Full-time
Laboratory Assistants: 2 one-half time each

Text: Minor, Ed. Simplified Techniques for Preparing Visual Instructional Materials. McGraw-Hill, 1962, $3.00.

The preparation and creation of package of instructional materials for use by drug education teams in educational and community situations was taught. Laboratory activities for two hours a day on two days of the week were provided in production of these materials. The objectives of the course were: (1) to trace the historical development and current trends in use of drug education instructional materials, (2) to stress the contribution of instructional materials to learning, (3) to provide laboratory experience in the design and preparation of packages of projected and non-projected audio-visual media, and (4) to consider the merits of various types of instructional

materials for particular educational situations in demonstrating innovative solutions to educational and drug abuse problems.

3. Organization and Utilization of Instructional Materials. (2 Semester Hours)

Professor: Mrs. Bester Bonner
Consultant: Mrs. Carrie Robinson
Mrs. Elizabeth Beamguard
Total Participant's Time: 7 hours per week (including small group sessions)
Total Instructor's Time: Mrs. Bonner, one-half time
Consultants: Mrs. Carrie Robinson
Mr. David Anderson

Laboratory Assistant: Mrs. Nancy Martin

Text: Hopkinson, S. L. The Descriptive Cataloging of Library Materials. Claremont House, 1968, $3.00.

Resource Texts: Plunkett, D. G. and Quick, A. D. Cataloging Standards for Non-Book Materials, 2nd Edition. Northwest Library Service, Inc., 1969. $3.00.

Erickson, Carleton. Administering Instructional Media Programs. MacMillan, 1968, $14.50 Text Edition.

ALA & NEA Standards for School Media Programs, 1969, $3.00.

This Course Involved: Organization, management, housing and maintenance of media and information centers in schools and communities, budget, instruction in use, personnel, services, research, relation of media center to the community. Emphasis will be given to innovative practices and facilities design. Practice activities were given expecially in organization and cataloging non-print materials.

4. Seminar
Seminars on Friday of each week were held by the staff to discuss whatever participants wished and to answer questions and hear comments from the group for improvement of the program. Guest lecturers also participated, when convenient.

5. Cultural Evening
Presentation of film criticism and avnt-garde films on Wednesday evenings were directed by the professors of audio-visual media.

6. Laboratory Activities
Directed by Professors Saunders and Messer, staff and laboratory assistants.

Participant's Time: 2 hours in Organization and Utilization of Instructional Materials

3 hours in Preparation of Packages of Instructional Materials

2 hours in Bibliography of Drug Education

There were supervised, two-hour sessions each afternoon for reviewing recent materials, organizing media, preparation of instructional materials and development of packages in drug education. Students were sub-divided by subject and interest groups which will be held concurrently. On Mondays, there were two-hour laboratory in utilization and maintenance of A-V materials and equipment.

7. Co-Curricular Activities
In addition to the regularly scheduled curriculum, the following activities were also an important part of the Institute:

There was a program of social activities which will be coordinated by the Director and Assistant Director. The social activities were managed by committees of students and at least one activity was held per week with a special banquet during the fifth week.

Facilities and Resources: The physical facilities of the School of Library Media, plus the facilities and resources of the ACHE Workshop were available to the participants of this Institute. this involved 7,000 square feet of the ground floor of the J. F. Drake Library which included two classrooms, an auditorium, a seminar room, an audio-visual preview room, a television studio and a Demonstration Media Center. In the Center was housed professional collections of approximately 2,000 volumes which was valuable in selecting valid materials on Drug Education. Along with this was supplemental collection of 5,300 volumes. Additionally, a growing collection of films, video tapes, audio tapes, programmed materials and realia was available to students for examination and evaluation.

Commitments were honored on the part of several vendors who placed their materials on extended loan for preview and evaluation

by Institute participants. To back up the demonstration collection of the School of Library Media, the general collection of the University library was made available which totals over 100,000 carefully selected volumes and an extensive micro-film collection.

The University library cooperated splendidly with the School of Library Media in building the professional and demonstration collections to undergird a model drug education curriculum.

Other Activities:

1. Location

   Location of the Institute for Training in Librarianship was in the facilities of the School of Library Media on the ground floor of the University Library.

2. Dormitory and Food Facilities

   The dormitories for the Institute was Hopkins Hall for men and Thomas Hall for Women. They are three-story air-conditioned structures located not more than two blocks from the library. Both halls are within easy access of the Student Center and Cafeteria where food service is available at reasonable cost. Parking was available in lots adjacent to the Halls. An estimated weekly cost for room, food, and parking was $37.50. Living accommodations without food are not available on campus. Living accommodations without food are not available on campus.

3. Recreation Facilities

   Alabama A. and M. University and the vicinity of Huntsville possess numerous recreational facilities which are attractive to visitors and were available to members of the Institute. These included:

   The Student Center
   The University Cafeteria
   Recreational Gymnasium
   Several Tennis Courts
   A Summer Program of Convocations and Lectures
   Redstone Arsenal, the Marshall Space Flight Center and the Space Museum
   Golf Driving Ranges
   Monte Sano State Park
   Tennessee Valley Authority Recreation Area

Field Experiences: Field trips were coordinated by Dr. Carl H. Marbury, Director of Media Institute, Mrs. Willie M. Butler, Assistant Director of Media Institute, and Mrs. Vivian D. Morris, Director of the ACHE Institute.

Participants in the Library Institute participated in the field trips planned by ACHE-EPDA Institute to the National Institute of Mental Health, Clinical Research Center at Lexington, Kentucky and to Vanderbilt University at Nashville, Tennessee.

Participant's Time: One full day each for three trips; half-day for one trip

Additional field trip taken:
Alabama Library Learning Center, Jacksonville, Alabama, A regional media project including both elementary and secondary programs.

Student Contact Hours for Each Week

	Lecture & Demonstration	Lab	Total
(1) Bibliography of Drug Education	8	4	12
(2) Organization and Administration of Instructional Materials	8	4	12
(3) Preparation of Packages of Instructional Materials	8	4	12
(4) Seminar	4	0	4
Total			40

Institute Staff

Dr. Richard Arrington, Jr., Executive Director of ACHE, Birmingham, Alabama, Coordinator of Institutes.

Dr. Carl H. Marbury, Dean, School of Library Media and Professor of Philosophy, Alabama A. and M. University, Director of HEA Institute.

Mrs. Vivian D. Morris, Assistant Professor of Education, Alabama A. and M. University, Director of EPDA Institute on Drug Dependence.

Mrs. Willie Mae Butler, Assistant Professor of Health and Physical Education, Alabama A. and M. University, Assistant Director of Institute.

Teaching Staff

Mrs. Bester Bonner, Assistant Professor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mr. Thomas V. Dawson, Director of Educational Media Center, Alabama A. and M. University, Audio-Visual Media Specialist.

Mr. Larry N. Saunders, Assistant Professor of Audio-Visual Media and Consultant in the Development of the Alabama A. and M. University's A-V Center, Alabama A. and M. University, Institute Teaching Staff.

Additional Teaching Staff

Mrs. Donna d'Almeida, Institute Group Leader, holds a Bachelor's Degree from Howard University and a Masters of Urban Studies from Howard University.

Mr. Milton Gay, Institute Group Leader, Instructor of Group Processes at Morgan State College, holds the B. S. degree from Virginia State College and a Masters of Urban Studies from Howard University. Mr. Gay also holds the Masters of Divinity from Harvard University.

Mr. Cornelius Greenway, Institute Group Leader and Insurance Consultant for the Metropolitan Insurance Company of Middletown, Connecticut, holds both the Bachelor's and Master's degree.

Auxiliary EPDA Institute Staff

Mr. Robert Steele, Training Associate and member of Suicide Prevention Panel, Drug Dependence Institute for Training and Research, Yale University School of Medicine, Assistant Director of Institute and Coordinator of Group Work.

Dr. Earl Gooding, Associate Professor of Behavioral Sciences, Oakwood College, Senior Group Worker.

Dr. Amrit Barauh, Assistant Professor of Psychiatry, Yale University School of Medicine, Senior Group Worker.

Mr. David Young, Training Instructor and Specialist in Self-rehabilitation, Drug Dependence Institute, Yale University.

Mr. Kermit Nash, Associate Professor of Psychiatry, Yale University School of Medicine, Senior Group Worker.

Mr. Robert Tucker, Director, Drug Dependence Institute. Yale University.

Secretary

Mrs. Willard J. Price, a graduate of Alabama A. and M. University majoring in Business Education. She has been employed in the school systems of Marengo County and Birmingham City Board of Education as Teacher of English and Business Education.

Consultants, Lecturers, and Visitors

Mr. David A. Anderson, Acting Director of School-Parents Advisors to the Neighbor (SPAN), Rochester, New York.

Mrs. Elizabeth P. Beamguard, Director, Public School Library Service, Montgomery, Alabama.

Miss Frances Yvonne Hicks, Administrative Assistant to Mr. Frank Stephens, Washington, D. C.

Dr. Harry Johnson, Head, A-V Center, Virginia State College, Petersburg, Virginia.

Mrs. Annie King, Head Librarian, Tuskegee Institute, Tuskegee Institute, Alabama.

Mr. Don Roberts, Assistant Professor of School of Information and Library Service, University of Buffalo, Buffalo, New York

Mrs. Carrie Robinson, Coordinator, School Libraries, Alabama State Department of Education, Montgomery, Alabama.

Laboratory Assistants

Mr. Timothy Jackson, Senior Student at Alabama A. and M. University, has worked as a Laboratory Assistant in A-V Media in the Educational Media Center for Approximately two years.

Mr. Willie Fuller, Senior student at Alabama A. and M. University, Instructional Assistant in Media and has worked as a Laboratory Assistant in A-V Media in the Educational Media Center for approximately two years.

Teaching Assistants

Mrs. Rebecca Russell, Graduate Student in Library Media, School of Library Media, Alabama A. and M. University.

Miss Wanda Scott, Student Assistant to Institute Group Leaders, Alabama A. and M. University.

Miss Cynthia Davis, Student Assistant to Institute Group Leaders, Alabama A. and M. University.

Miss Deborah Lindsey, Student Assistant to Institute Group Leaders, Alabama A. and M. University.

Mrs. Nancy Martin, Graduate Student in Library Media, School of Library Media, Alabama A. and M. University.

Mrs. Alice McManus, Graduate Student in Library Media, School of Library Media, Alabama A. and M. University.

ADVISORY AND SELECTION COMMITTEE

Miss Dorothy L. Briscoe, Acting Librarian, J. F. Drake Memorial Library, Alabama A. and M. University

Dr. L. W. Bonner, Dean, School of Graduate Studies, Alabama A. and M. University

Dr. S. Q. Bryant, Dean, School of Education, Alabama A. and M. University

Mr. G. H. Hobson, Chairman, Department of Health and Physical Education, Alabama A. and M. University

Miss Carolyn Masters, Librarian, Huntsville High School, and Instructor, University of Alabama in Huntsville

Mrs. Mary G. Pryor, Librarian, Riverton Junior High School, Demonstration Library, Huntsville, Alabama

Dr. Henry Ponder, Vice-President of Academic Affairs, Alabama A. and M. University

Mrs. Carrie C. Robinson, Coordinator, School Libraries, Alabama State Department of Education, Montgomery, Alabama

Mrs. B. O. Weir, Head of Technical Services, J. F. Drake Memorial Library, Alabama A. and M. University

Miss Carolyn I. Whitenack, Professor and Chairman, Educational Media Curriculum, Department of Education, Purdue University

Publicity: The Institute was publicized through the central office of ACHE, regional press and through outlets of the University's Public Relations office. In addition, descriptive brochures were sent to chief state school officers, city and county superintendents through the Southeast.

DIRECTOR'S EVALUATION AND COMMENTS

U. S. Office of Education. The relationships with the USOE were in all cases most excellent and helpful. The announcement of awards was much later than we would have preferred, but we understood that it could not be helped and so we made the most of it. We made many tentative contacts with librarians just in case we might receive a grant to conduct an institute. It would be helpful if the grant could be negotiated and forwarded immediately so as to allay the fears of financial officers. Perhaps this is not possible and is not extremely important. The Director of Library Programs and his staff were most helpful in matters dealing with problems connected with our initiating and conducting this first Institute of its kind in Alabama.

Relations with Administration. The relationships were excellent. The President, Vice President for Academic Affairs and Deans of various Schools gave us encouragement and assistance whenever needed. The School of Library Media received its new title (previously known as Department of Library Media) in February, 1971 by unanimous vote of the University Executive Council.

Pre-Institute Preparation. The new Institute was announced through several educational agencies in the Southeastern states of Alabama, South Carolina, Florida, Georgia, Mississippi, Tennessee, Texas and Louisiana. Brochures and announcements were sent to the major cities in these states. We made every effort to select participants wisely according to the criteria specified in the Proposal. We recommended to those not selected our Masters degree in Library Media.

The only pre-institute preparation problems dealt with coordinating and clearing of information, plans and publicity materials with the University, the USOE, and with the EPDA Drug Institute.

Participant Orientation. The orientation of the librarian participants proceeded according to plan. The participants seemed to understand the nature of an intensive study program of an institute and consequently were able to adjust to problems in personal planning.

The participants came to a two-day orientation in media before joining the 40 participants in the EPDA co-institute.

Facilities. The facilities met all the requirements of a physical plant for an outstanding program. We were somewhat crowded because we had approximately 82 students enrolled in the regular program.

All facilities were air-conditioned and space was available for the media library, the loan materials preview laboratory, self-instruction machines laboratory, large group multi-media demonstration area, special television recording laboratory, materials preparation laboratory, Institute office, faculty offices, computer-assisted instruction laboratory, tape recording playback carrels for those missing or wishing to review presentations by the special guest lecturers, and access to a moderately large film, tape and filmstrip collection.

Field Trips. The field trips served the instructional program in an effective and creative way. The trips were fitted into the instructional program in such a way as to effect maximum impact. Each school or center visited was unique. Field trips are very important for an intensive institute like this one.

Laboratory Work. At first, we had some difficulty organizing the laboratory work. However, within a week's time, the laboratory assistants had things well in hand by arranging small groups at specified times. On certain evenings, anyone could come. The work of the Institute was organized in such a way as to provide a combination of class work, laboratory work, small group seminars and individualized library study. Laboratory sessions offered every opportunity for increasing familiarity and proficiency with newly developed instruments, techniques, and preparation of materials. Participants were urged to become highly proficient with those materials and equipment which would be most helpful when they returned to their several schools. Several companies loaned media materials to the Center for exhibition and demonstration.

Communication. The participants were able to contact the Director, Administrative Assistant and all faculty members any time during the normal daytime hours. Additionally, small group sessions were scheduled in which the participants reviewed their own media projects and problems and discussed each others problems. At other times, the faculty interviewed the participants concerning their growth during the Institute and probable solutions to local drug problems. The faculty and the participants felt that these arrangements allowed considerable intercommunication between faculty and participants. Each Friday morning the participants had a 30 minute talk-out among themselves without any staff member being present. At the end of the 30

minutes, the entire staff would come in to discuss any questions or concerns of the participants. These weekly talk-out assembly sessions were most helpful and liberating for both the staff and participants. A three-page evaluation form was handed out to all participants to fill out and hand in whenever possible. These evaluation forms were not to be signed and every one was invited to be fair and candid. After the first week, we had few communication problems. The morale of the Institute participants was very high.

Faculty and Staff. Our staff situation was excellent in terms of full and part time staff. It seems we had an ideal situation. The morale was of such that all members of the staff worked without regard to time or duties. We handled the logistical problem of assembling the staff prior to the Institute period in the following manner:

A. Each faculty member received copies of every other faculty member's projected outline of learning experiences and content structure prior to the planning sessions. The full time faculty members met together for 15 minutes at the close of each day to integrate and work their assignments for maximum quality instruction.

B. Every attempt was made to secure or purchase or loan any materials or equipment necessary to (1) provide the participants with appropriate learning experiences and (2) to facilitate appropriate usage of the time and special talents of the faculty members.

C. A three-day intensive final planning session was provided for the faculty and staff in which the faculty were encouraged to provide an integrated experiences approach over all content areas rather than a fractionated content approach.

D. Each faculty member was provided with a complete set of the textbooks and reference files used by the participants in the Institute.

E. Faculty and staff meetings were held at 4:30 each day, if only for a few minutes to determine special problems and needs. Staff members were encouraged to evaluate the Institute and to make suggestions on improvement for the next day.

The combined staff (regular or visiting in the two Institutes) worked together enthusiastically and energetically as a team. The lecturers and consultants were well chosen in terms of what they did in this Institute. They were directly utilized at times most appropriate to the courses' development and content.

Unique Features. The Institute offered several unique features:

A. Opportunity to preview a wide range of print and non-print materials such as films (8 and 16mm), filmstrips, transparencies, slide sets, maps and globes, programmed instruction materials, simulations, games, multi-media sets, tape and disc recordings, and various other materials relating to Drugs and Drug Education programs.

B. Opportunity to examine the audio-tutorial approach to learning.

C. Opportunity to obtain or improve competency (to degree personally desired) in operation of various machines in a self-instructional environment.

D. Opportunity to produce a video tape based upon a single concept approach using low cost VTR Equipment.

E. Opportunity to actively engage in the solution of problems in simulated administration situations.

F. Opportunity to be trained in the dynamics of group process techniques by specialists.

G. A program that utilized the team teaching approach to the Institute experience rather than the separate course approach. The separate course definition in the plan of operation was necessary to meet University policy concerning the granting of course credits for those desiring credit.

H. Many of the evaluations were carried on in front of the participants concerned and discussed at length with him, thus providing immediate feedback and the opportunity to ask questions concerning the basis for the evaluations.

I. The use of practicing media specialists and school librarians on the faculty and staff.

J. The involvement of guest lecturers and consultants as "visiting" professors integrated in the instructional procedure at the most appropriate times. The consultants were asked to fill dates which we specified and which fitted with the projected instructional plans. Similarly, topics were selected to fit with our instructional plans.

K. Film appreciation sessions with experts in the film production business and experts in film appreciation.

L. A flexible experience approach which allows each individual to explore some of his individual interests.

M. The opportunity to design instructional packages for use in group and in individualized learning environments.

Use of New Materials. This whole experience was an entirely new one for both faculty and participants. Never before had any of us realized the potential of the group process approach for the solution of problems relating to drug abuse. The idea of training librarians to work with a school or community team is an excellent one. The participants were thoroughly convinced that the old concept of the librarian as a passive manager of the filling station was incorrect. They came to realize the tremendous potential of a school media specialist librarian to become an active and dynamic agent for promoting all kinds of learning resources other than books and printed materials.

Significance to Participants. Generally, the participants indicated that the opportunity to participate in a media program completely integrated from the standpoint of print and non-print materials was the most significant experience in the Institute for Librarianship. The participants indicated that in general the experiences in the Institute were of value with respect to the problems which would face them on re-entry to their local problems and the creative use of media. They were particularly pleased to have as instructors, lecturers, media specialists and consultants persons who were outstanding in their several fields. It must be noted that the whole Institute was an experiment in a totally new approach to an intensive learning environment designed to help media personnel to function better on return to their positions in high schools and colleges. In this direction, I would have to say that it was a great success. Obviously, when instituting a new approach to Institute design, some articulation problems appear. These were for the most part successfully met. Given the opportunity to conduct another Institute of this kind, the faculty is most enthusiastic about further refining the experimental plan developed this past summer.

The participants indicated that on their return to their local schools that they would try to make their present libraries multi-media centers and encourage more use of available A-V materials and equip-

ment. They also indicated a desire to make more and better use of community resource people to help foster the increased use of media in the solution of human problems relating to drug dependence.

Strengths of the Institute. Probably the most outstanding feature of the Institute was the very wide range of print and non-print materials and techniques which were made available to the participants for the limited amount of time devoted to the intensive study of media. The participants were urged to work with the experimental materials as much as possible and as time would allow.

Advantages of a Consortium arrangement design to effectuate a state and regional approach to the drug abuse problem.

The use of data gathering techniques and instruments provided instructors with data on the participants and yielded a firmer basis for evaluation of the Institute programs and the participants perception of their professional capabilities for participation in a drug education program.

The staffs of the two Institutes proved very congenial and functioned as a well organized team. The majority of the participants remarked on the ease with which contact could be made with the instructional and administrative staff.

The combined staff worked together enthusiastically and energetically as a team. The consultants were well chosen for both Institutes but several of those in the library institute could not come at the last minute because of illness or other extentuating circumstances. However, we were able to secure some excellent replacements. The consultants in the library institute were well-chosen in terms of their contributions toward realizing Institute objectives.

The use of major project packages in the materials preparation area proved to be an excellent approach with only minor detail problems.

The team approach to the various teaching areas represented in the Institute program proved to be extremely useful and produced an integration of curricular content and experiences.

Outstanding group dynamics leaders from the Yale University Institute on Drug Dependence.

Major Weaknesses: Weaknesses were not outstanding, but there were several items which should be mentioned.

Due to the fact that we were late in getting started, we experienced some delay receiving instructional materials.

Perhaps a special session or two should be spent with the participants on budgeting of time and planning of work with respect to participating in two concurrent institutes.

Fewer projects and more synthesis would have been more beneficial to the participants.

Because of the complexity of such a program, the full staff should meet for at least one week prior to the operation of the Institute for improved planning and coordination.

There was little time between the final announcement of the grant and the planned opening date of the Institute.

Major Problems Encountered and Their Solution. There was no major problems of significance. Fortunately, we were able to resolve critical situations at the end of the day in preparation for the next day's work. We had no personality conflicts as such. We did have problems as would be expected, but none that were insoluble. The Institute was an excercise in the best of human relationships among the participants and the staffs of the two Institutes.

OVERALL EVALUATION BY THE DIRECTOR

A. Objectives

We accomplished most of our objectives. It is a matter of record that participants had greater knowledge and skill in the creative use of knowledge and media for drug education. They stated to me that they had greater insights into the function of different instructional media for an effective drug education program. They seemed highly motivated and appreciative for the opportunity to attend concurrent institutes. Only a follow-up evaluation later on in the semester will determine the actual and the most effective use of their training. This Institute served to sharpen their competencies in selection, management, coordination and utilization of library media relating to drugs. It acquainted them with the most recent and innovative developments in drug education programs around the country. A special effort was made to give them some guidance in developing drug education media programs for serving the culturally and economically

disadvantaged. Many of the participants expressed an interest to return at an early date to complete their masters degree in Library Media.

B. Optimum Number of Grade Levels Included
The Institute included school librarians from both the academic and secondary schools. This worked out fine in our Institute because it helped us in our efforts to develop community teams and the group process approach to education.

C. Beginning Dates for Summer Applicants
The beginning dates were not the best, but we did our best. The final announcement for the grant was late and our dates were dictated by the dates set for the other institute. We wanted to meet a full week before the EPDA Institute. We compromised and met two days prior so as not to initiate our institute at the same time as the opening of summer school.

D. Optimum Number of Weeks
We always feel that we could have done a better job if we had had more time. It seems that a creditable job was done and can be done in a six-weeks period.

E. Participants
In terms of space, time, and communication, 28 participants was the best number for us. No two persons came from the same school. We did try to bring two from each community in order to develop our community education plan.

F. Distribution of Time
It appears that very good balance of time distribution was accomplished. Toward the end of the Institute, there was a tendency to over-work the participants at the expense of more free time.

G. Substantive Content vs. Teaching Skills
Some of the students complained of too much theory at the expense of laboratory practice. It is always easy to effect a proper balance at this point. We are working on it in regard to our regular program.

H. Ratio of Staff to Participants
The ratio of staff to participants was perfect for the Institute. The same was true for the EPDA co-Institute.

I. Budget
We used most of the money allocated to us as well as

additional funds provided by the Kellogg Foundation. We had money enough to do a creditable job. Our follow-up program and the development of an experimental packet project will consume the remaining funds plus some of our Kellogg grant (approximately $5,000).

Impact of Institute upon regular program. The impact of the Institute upon the regular program was noticeable and significant for our growth and development. For the past two years, we have been in the process of establishing a training program which conforms to the ALA Standards set forth in the new Standards for School Media Programs. As a result of being awarded this Institute, we have moved one step closer to accreditation of our library education program as a special purpose program. It is our goal to become the first library education program to become accredited in the State.

This Institute had a marked impact upon our recruitment program. As a result of this Institute, we have enrolled nine of the 28 in our regular program. For the first time this year, we have several students who are in residence full-time for our Masters program. Several other participants stated that it was their intent to return next summer, 1972, to complete the masters degree.

Conclusion. This Institute was the first of its kind in our state. It has made a noticeable impact mainly in North Alabama but also in the surrounding states. We have received many inquiries from schools and colleges. Also, the Alabama Center for Higher Education office in Birmingham, Alabama has received many inquiries.

Our Institute was outstanding in terms of the Black-White relationships. We had no problems of a racial nature which is extremely significant in terms of the future of education and human relations in this state. Alabama A. and M. has been cited as the most integrated institution of higher learning in the state. The Black-White enrollment in the School of Library Media is approximately 50-50.

The Educational TV network is presenting 30-minute TV programs on our activities in drug education and other areas of concern. These programs will be shown throughout the state of Alabama on all the ETV stations.

The students received much practice in the techniques of evaluating the voluminous amount of materials about drug abuse problems on the market today. It was decided that our Laboratory Library and the Educational Media Center would become a center for research and evaluation of materials relating to drug abuse

problems and drug education as a service to the elementary and secondary schools in the area, the Alabama Center for Higher Education Consortium, and the Southeast region of the country.

Most of the participants came from schools which served mainly the culturally and economically disadvantaged. Our training program was naturally oriented in this direction. As a result of this, we gained much insight into the dynamics of the complex problem involved as it relates to this segment of the population.

During the 1971 Summer Session, the Educational Media Center and the Laboratory Library, the two service units of the School of Library Media, had on loan $20,000 worth of films, filmstrips and other media materials from various companies. Other companies donated approximately $1,000 worth of materials to the Center. The purchase of special instructional materials for the summer institute always provides extreme benefit to our regular program and takes us closer to our goal of accreditation.

It became obvious to us this summer that the drug abuse problem is indeed tragic and complex. The solutions to the problem will entail long-range and imaginative efforts in the years ahead. The Institutes served to point out to the staffs and participants that the problem is too important to be left to amateurs or those who come forth with simple and easy answers. It is my honest opinion that the most important task of the media specialist member of a community team is to emphasize and find ways to create media materials that will underscore the preventive aspects of "health" and drug education. In the coming year, the School of Library Media will work jointly with the Department of Health and Physical Education at A. and M. in the development of media materials that will underscore the health aspects of the problem. Intensive drug education programs presented to many young people today tend to turn them off immediately because they feel hypocritical adults are not the ones to advise them as it relates to drugs. During the coming year, our research and experimental drug education efforts will involve the following:

1. Development and testing of preventive health education curriculum packages (entailing preventive drug education) for college and another for high school and possibly one for elementary schools.

2. Development and testing of a "stone machine" simulation unit to duplicate "empathetically" what it feels like to be on drugs.

DIRECTOR'S RECORD

Approximate number of inquiries from potential applicants	76
Number of application packets sent	58
Number of completed applications returned	36
Number of first-rank applicants (i.e. applicants who were well qualified for the Institute, whether or not they were offered admission	52
Number of applicants who were offered admission but declined	4
Number of dependents claimed by participants	36
Number of participants	28

NOTE: The applications and publicity were carried out in cooperation with the Office of the Alabama Center for Higher Education.

Institute Evaluation: Faculty Composite: The majority of the Drug Institute participants, having come from traditional library situations, were particularly interested in the development of unified media programs; (the merging of the A-V center and the library) thereby resulting in the development of multi-media centers.

Major Problems: A lack of ample time for student-faculty involvement in discussing pertinent areas in the courses offered.

A lack of media consultants with diverse backgrounds.

A lack of time for the selection of participants varied background due to the delay in receiving notificaiton of grant.

Strengths of the Institute:

1. Because of the dire charismatic leadership, professional competencies, geniune concern for educational excellence and their humanistic approach to learning, excellent opportunities for intellectual growth and development was provided.

2. Through their professional expertise, the faculty provided creative and dynamic experiences for the participants.

3. The dedicated staff who assisted the faculty and the Institute participants in the pursuit of learning.

4. The unified approach to learning through the implementation of print and non-print media.

5. Adequate facilities for the number of persons participating in the program.

6. Expertise of consultants in light of their areas of speciaiization and over-all experiences in technology and education.

7. The weekly talk-outs and the written evaluative instrument offered an excellent opportunity for "Feedback" on the involvement of faculty, staff, and participants.

Recommendations:

1. Earlier notification of future grants in order to permit time for selection of persons of varied educational needs and backgrounds.

2. Subsequent grants be made available for training librarians teachers, and/or administrators in the role of media specialists in relationship to education and technology.

Bester Bonner

Bessie R. Grayson

Thomas V. Dawson

Alabama A & M University

School of Library Media

Drug Institute, Summer 1971

Course: Organization and Utilization of Instructional Materials

General Outline

The purpose of this course is to present a general view of the organization, management, housing and maintenance of Media and Information Centers in Schools and Communities.

Participants will focus upon budgets, Instruction in use of Media Centers, personnel, services, research; and relation of Media Center to the Community.

Emphasis will be placed on Innovative practices and facilities design

Methods of Instruction

Class discussions

Audio-visual presentations

Individual and Group Reports

Individual and group coordinated Readings and Audio-visual viewing and Listening Assignments.

Texts: Hicks, Warren. Developing Multi-media Libraries. Bowker, 1970

Hopkinson, Shirley. The Descriptive Cataloging of Library Materials. San Jose, California: Claremont, 1968.

Books

(Reserve shelves- school of library media)

A.L.A. School Library personnel -Task Analysis Survey 1969 -91p.

A.L.A. Standards for School Media Programs. 1969-66p.

American Assn. of School Librarians-Problems in School Library Supervision .(A reprint series of articles from the February 1968 A.L.A. Bulletin) 40p. ill.

Davies, Ruth Ann. The School Library: A Force for Educational Excellence. Bowker, 1969- 378p. ill.

Erickson, Carlton. Administering Instructional Media Programs. Macmillan, 1969-66p. ill.

Hicks, Warren. Developing Multi-media Libraries, Bowker, 1970 199p. ill.

Library Literature-1943

Library of Congress. Subject Headings. 1966- 1432p.

McGinniss, Dorthy. Standards for School Media Programs: Their significance for all Libraried. Syracuse University, 1970. 33p.

National Study of School Education: Evaluative Criteria(Junior High School and Middle School. 152p.

National Study of Secondary School Evaluation. Evaluative Criteria. 4th ed. 1969- 356p.

N.E.A. Standards for Cataloging: Coding and Scheduling Educational Media, 1968- 50p.

Northwest Library Service: Cataloging Standards for Non-book materials, 1969- 64p.

Sears, Minnie Earl. Sear's List of Subject Headings. 9th ed. Wilson, 1965- 641p.

Current Professional Media Journals

(Periodicals Racks-School of Library Media)

A V Communication Review

The Booklist

Education for Librarianship

Educational Technology

The Journal of Library History

Library Journal

Library of Congress Information Bulletin

Library Resources and Technical Services

New York Times Book Review

Publishers' Weekly

R Q

Unesco Bulletin

Visual Education

Wilson Library Bulletin

AV Resources

1. Educational Media. (Sound Filmstrip) N.E.A., 1969
2. Hottest Spot in Town. (16mm Film) (Pub. Library Courage)
3. More Different Than Alike (16mm Film)
4. Library of Congress. (16mm Film)
5. Media Programs for Individual Schools ALA/N.E.A. Standards
6. The Quiet Revolution (16mm Films) (Innovations in Education) Audio-visual Studios, N.E.A.
7. Three for Tomorrow (Knapp School Libraries Project) KSLP, 1969
8. Focus on Three. (Sound Filmstrips) Knapp Schools Library Project, 1967.
    1. Casis Reading Guidance
    2. Allisonville Evaluates
    3. Mount Royal Inner City
9. Space is not Enough (Sound Filmstrip) National Audio-visual Assn., Inc., Fairfax, Virginia
10. Teaching the one and the many (16mm Film)

Study units----------July 12-------July 23

July 12---Library Media Programs in Education
"What's in a Name"

*July 13---Selection and Evaluation of Materials

July 14---Standards and Facilities for School Media Programs

July 19---Personnel

July 20---Services to the Community

*July 21---Organizing and Cataloging Materials

*Group Presentations

Drug Institute

Organizing and Cataloging of Drug Materials

1. Develop Criteria for the selection of nonbook materials pertaining to drugs. Include in this criteria points of quality (grounds for acceptance) and points of inferiority (grounds for rejection).

2. Develop a list of Subject Headings that you feel would be appropriate for an adequate listing of drug terms.

   Consult Sears and Library of Congress List as guides. Employ also suggestions in the Dewey Decimal Classification Tables, current periodicals articles and any other sources that would help you in arriving at best terms for describing the various drug aspects.

Personnel, Services, Standards and Facilities for School Media Programs

3. Plan a Library for the future. What Services do you think it will have to provide? Which Services that we have now do you think will become obsolete?

PREPARATION OF INSTRUCTIONAL MATERIALS
Three Semester Hours

I. INSTRUCTORS: Mr. Thomas V. Dawson - Mr. David Messer

II. PURPOSE: This course is designed to provide general training for in-service librarians and media specialists in the use and development of media for a variety of learning situations. The student will have the opportunity to create a variety of materials for use by individuals and groups. This will require competence in analyzing the needs of students and developing a sequence of experiences that will meet the requirements of the individual or individuals involved. Particular emphasis will be given to preparation of materials for drug education.

COURSE OBJECTIVE: Upon entering or the return to the school or library situation, the student will be able to offer assistance to fellow faculty members and library patrons in the:

A. Selection of valid drug education materials
B. Production of learning aids not readily available
C. Serve on curriculum committees to improve educational opportunities through the multi-media approach to instruction in drug education
D. Assist students and faculty in critically analyzing materials relative to drug abuse
E. Promote expanded use and support for multi-media experiences in a local school, school system, college or academic library
F. Organize and disseminate information about community and human resources available for instructional purposes on drug abuse

III. PROCEDURES:

A. Class time will be devoted to development and presentation of learning aids.
B. Additional laboratory time can be made available on request by the students.
C. It is hoped that students will avail themselves of the variety of experiences of fellow classmates.
D. Students are encouraged to read broadly on each unit and should become thoroughly familiar with the major journals of the "new media".
E. Most of the materials needed will be provided by the University. However, each student will probably find it necessary to buy a few items to properly develop a class project.

INTRODUCTION TO COURSE

Unit Objectives: The student will be able to:

1. State the general objectives of this course.
2. Identify the activities and requirements that will be expected of him during the course.
3. Itemize course procedures.

Class Activities:

1. Discuss and analyze the course objectives.
2. Identify possible topics for study.
3. Examine sample drug abuse materials which are commercially and locally produced.

A RATIONALE FOR THE NEW MEDIA

Unit Objectives: The student will be able to:

1. Identify research studies relative to the advantages and disadvantages of the new media in drug education.
2. Identify and evaluate the major journals which publish information relative to media and its utilization in drug education programs.
3. Itemize the major barriers to effective learning in the formal school situation relative to drug abuse.
4. Develop a rationale for increased media usage for your institution relative to meeting the problem of drug abuse.

Class Activities:

1. View and discuss materials presented in class.
2. Panel discussions.
3. Summarize panel reports.
4. Round table discussions of problems in rationale development.

BIBLIOGRAPHY

Film 16MM
- A Communications Primer
- Communications Revolution
- Information Explosion

35MM
- Our Audio-Visual Heritage
- Planning and Organizing for Teaching
- Deciding What To Teach
- Effectiveness of Audio-Visual Materials
- Motivation in Teaching and Learning

Tapes
- Impact of Automation on Communication
- Impact of Automation in the Classroom
- The Challenge of Automation for Education
- Audio-Visual Movement

Pamphlets
- Gerald M. Torkelson, Educational Media
- Dr. Warren Guthrie, But Is Any Body Listening
- Dr. Ray Wyman, The Option Is Ours

Books and Periodicals

Fuller, R. Buckminster, "Notes on the Future: The Prospect for Mankind", Saturday Review, pp. 26-27, September 19, 1964.

Goodlad, John I., "The Future of Learning and Teaching", AV Communication Review, Vol. 16, pp. 5-15, Spring, 1968.

Heinich, Robert, "What Is Instructional Technology?" Audio-Visual Instruction, Vol. 13, pp. 220-222, March, 1969.

Bolvin, John O., "Individually Prescribed Instruction", Educational Screen and Audio-Visual Guide, Vol. 47.

Carpenter, C. R., "A Constructive Critique of Educational Technology", AV Communication Review, Vol. 16, pp. 16-24, Spring, 1968.

Hartsell, Horace G. and Margoles, Richard A., "Guidelines for the Selection of Instructional Materials", Audio-Visual Instruction, Vol. 12, pp. 23-26, January, 1967.

Kopfer, Philip G., "Behavioral Objectives: Cognitive and Domains", Educational Screen and Audio-Visual Guide, Vol. 47, pp. 10-11, 38, July, 1968.

Lange, Phil G., "Technology, Learning and Instruction", Audio-Visual Instruction, Vol. 13, pp. 226-231, March, 1968.

Sand, Ole, The Way Teaching Is, Washington, D. C.: National Educational Association, 1968, 80 pp.

Thelen, Herbert, "Materials That Promote Inquiry and Thinking", Educational Screen and Audio-Visual Guide, Vol. 44, pp. 25-26, December, 1965.

Torkelson, G. M. and J. P. Driscolle, "Utilization and Management of Learning Resources", Review of Educational Research, Vol. 38, pp. 129-159, April, 1968.

Watson, Goodwin, "What Do We Know About Learning", NEA Journal, Vol. 52, pp. 20-22, March, 1963.

FLAT PICTURES

Unit Objectives: The student will be able to:

1. List the advantages of flat pictures in the learning activity.
2. Develop a flat picture selection file for future mounting and production purposes.
3. Construct effective study guides to direct a student to the best use of flat pictures.
4. Prepare study prints by the following processes:
   (a) Thermofax
   (b) Hand Iron
   (c) Rubber Cement
   (d) Adhesive Film
   (e) Dry Press

Unit Activities:

1. View and discuss materials presented in class.
2. Evaluate study guides prepared by students.
3. Mount pictures by the five processes mentioned in the objectives.

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Flat Pictures
Wet Mounting Pictorial Materials

35MM — Mounting Still Pictures (University of Texas)
Teaching With Study Pictures and Learning

Slides — Pictures for Teaching 36 2x2 (Chandler Publishing Company)

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Ireland, N.O., The Pictures File in Libraries.

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UTILIZATION OF NON-SCHOOL RESOURCES

Unit Objectives: The student will be able to:

1. Identify methods of locating and individuals locations and special interest groups that could serve in the drug abuse education program of his school.
2. Develop a tool to record and file information evaluating the effectiveness of such resources.
3. Develop a program to encourage effective participation by members of the community.
4. List the advantages of utilizing non-school resources in drug abuse education.
5. List the problems connected with use of non-school resources.

Unit Activities:

1. View and discuss related materials.
2. Round table discussion of problems connected with the use of non-school resources.
3. Evaluate programs designed to implement non-school resources.

LOCAL PRODUCTION OF LEARNING AIDS FOR THE OVERHEAD PROJECTOR

Unit Objectives: The student will be able to:

1. Select the most appropriate material for the production of an overhead transparency based on objectives, costs, format, etc.

2. Mount a transparency so as to properly control the learning sequence. This will include:

   A. Custom cut frames
   B. Progressive disclosure
   C. Overlays
   D. Movable image

3. Produce effective originals for transparency production in both design and technical quality.

Unit Activities:

1. View and discuss related materials presented in class.

2. Break into groups to develop overhead transparencies for your project.

3. Evaluate visuals prepared from both a design factor and element of technical quality.

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BASIC PHOTOGRAPHY

Unit Objectives: The student will be able to:

1. Produce photographic B&W or color prints for valid instructional use.
2. Produce 2" x 2" slides from and by the following techniques:
   (a) From damaged filmstrips
   (b) From transparency film
   (c) Camera
3. Produce sound filmstrip and slide programs.
4. Produce both silent and sound motion pictures.
5. Develop an animated film.
6. Prepare story boards for film which provides a production team approach to the development of learning aids.

Unit Activities:

1. View and discuss material presented in class.
2. Begin production on film programs.
3. Produce a short film.
4. Produce slides from a variety of sources.

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FILM AND LEARNING

Unit Objectives: The student will be able to:

1. Develop a rationale for the role of film in the school as an instructional device.
2. Develop a rationale for the study of film in the school as an art form.
3. Prepare a proposal for the implementation of film study in his school.
4. Identify major film study projects in schools across the country.

Unit Activities:

1. View and discuss selected films for use in schools.
2. Evaluate films previewed.
3. Develop in round-table discussion a rationale and proposal for film study.
4. Discuss the research from various film-study projects around the country.

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INTRODUCTION TO INSTRUCTIONAL TELEVISION

Unit Objectives: The student will be able to:

1. Develop an ITV program for specific instructional needs.
2. Operate the video tape equipment necessary to produce a television program.
3. Identify the contributions television and video tape recorders can make to education.
4. Record a television program for the air on video tape.

Class Activity:

1. View and discuss materials presented in class.
2. Produce TV programs developed by student groups.
3. Visit WHIQ TV.

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16MM Television in Education
The Second Classroom
Teacher Centered Television

35MM Television in Your Classroom
Teaching by Television

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Kaser, Tom, "Classroom TV Comes to SAMOA", Saturday Review, pp. 58-59, June 19, 1955.

AUDIO PROGRAMS IN EDUCATION

Unit Objectives: The student will be able to:

1. Develop a rationale for independent learning through the full or partial use of audio tapes.
2. Construct an audio-tutorial program to meet specific behavioral objectives.
3. Identify sources and steps for tape exchange programs.
4. Edit tape by electronic or splicing techniques.

Unit Activities:

1. View and discuss related materials presented in class.
2. Make a tape of selected sound of American History.
3. Make a tape of selected sound effects for programs.
4. Make a tape of selected background music for audio programs.
5. Discuss and evaluate the usefulness of exchange of audio-tape and oral history programs.

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Sound of Learning
Magnetic Sound

35MM Language Laboratory
Tape Recorder in Teaching

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ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

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COURSE OUTLINE

LIBRARY

BIBLIOGRAPHY OF DRUG EDUCATION

SUMMER 1971

INSTRUCTOR: MRS. BESSIE RIVERS GRAYSON

TEACHING ASSISTANTS: MISS PRUDENCE WHITE

MRS. ALICE McMANUS

MISS QUITA X. (CRUMP)

DESCRIPTION OF COURSE

Bibliography of Drug Education embraces source collection, selection and evaluation of print and non-print materials dealing with drugs which can be used in the instructional program by the school and community.

Objectives

1. To develop student competency in the area of reference and bibliography with emphasis on materials dealing with drugs.
2. To increase the student knowledge of specific tools which can be used in training programs on drugs in their individual communities.
3. To assist the students in gathering data which can be used in training programs on drugs in their individual communities.

METHOD OF TEACHING

Class discussion, reports, projects, tapes, films, filmstrips, lectures, and critical appraisal of materials are methods that will be used to present course contents.

Professional Aids

Barton, Mary Nell, Reference Books: A Brief Guide for Students and Other Users of the Library, 1966.

Shores, Louis, Basic Reference Sources, Chicago, ALA 1954.

Wonchell, Constance M., Guide to Reference Books, Chicago, ALA 1967.

Order of Presentation

I. Introduction

What is reference work?

What are reference books?

What are the duties of the reference department?

II. Sources of reference materials:

A. Total library resources

1. Card Catalog.
2. General book collection (including periodicals, newspapers, documents, etc.).
3. Formal reference books; atlases; bibliographies, concordances; dictionaries, directories, encyclopedias; gazetteers; guide books; handbooks; indexes; yearbooks.

B. Principles

III. Aids in the selection and use of reference materials.

IV. Care and arrangement of reference collection.

I. Bibliographies

A. Definition

B. Purpose and Use

C. Types

1. General eclectic

a. The Booklist, 1905

b. Book Review Digest, 1905

c. Great Books of the Western World, 1952

d. Graham, Bessie, The Bookman's Manual

2. Public Library eclectic

a. Standard Catalog for Public Libraries

3. Bibliographies of Bibliographies

a. Besterman, Theodore, A World Bibliography of Bibliographies

b. The Bibliographic Index, 1938

II. Dictionaries

A. Definition

B. Purpose and Uses

C. Types

1. Unabridged

a. Webster's New International

b. Funk and Wagnalls New Standard

2. College abridged

a. American College Dictionary

b. Webster's New Collegiate

3. High School abridged

a. Funk and Wagnalls Standard High School

b. New Winston Dictionary for Young People

III. Supplementary English Language Sources

A. Synonyms

1. Webster's Dictionary of Synonyms

2. Roget's International Thesaurus

B. Abbreviations, Slang, Colloquialisms and Dialect

1. Shankle, G.E., Current Abbreviations

C. Pronunciation

1. Kenyon-Knott, Pronouncing Dictionary of American English

2. Bender, J.F., N.B.C. Handbook of Pronunciation

IV. Encyclopedias--Yearbooks

- A. Definition
- B. Purpose and Uses
- C. Types
  - 1. Comprehensive adult
    - a. Encyclopedia Britannica
    - b. Encyclopedia Americana
  - 2. One-Volume
    - a. World Book
    - b. Britannica Junior
  - 3. Almanacs
    - a. Information Please
    - b. World Almanac

V. Biographical Dictionaries

- A. Definition
- B. Uses
- C. Types
  - 1. Universal
    - a. Webster's Biographical Dictionary
  - 2. Retrospective
    - a. Dictionary of American Biography
    - b. Dictionary of National Biography

3. Current
    a. Who's Who in America
    b. World Biography
    c. Current Biography
4. Biographical Indexes
    a. Biography Index
    b. Logasa, H., Biography in Collections
    c. Hefling, Helen and Richards, Eva, Index to Contemporary Biography and Criticism

VI. Serials

A. Definition

B. Uses

C. Types

1. Lists of Serials
    a. Ayer and Son's Directory of Newspapers and Periodicals
    b. Ulrich's Periodicals Directory
2. Union Catalogs of Serials
    a. Union List of Serials in Libraries of the U.S. and Canada
    b. Southeastern Supplement to the Union list of Serials, 1959.
    c. American Newspapers, 1821-1936.

3. News Summaries
    a. Facts on File
    b. Keesing's Contemporary Archives
4. Weekly Current Events Periodicals
    a. Newsweek
    b. Time
    c. United States News and World Report
5. Literary and Review Periodicals
    a. Harper's Magazine
    b. Atlantic Monthly
    c. Saturday Review
6. Interpretation Periodicals
    a. Reader's Digest
    b. The New Yorker

VII. Indexes

A. Definition

B. Uses

C. Types

1. Indexes to Indexes
    a. Ireland, Norma O., An Index to Indexes
2. The Poole Indexes
    a. Poole's Index to Periodical Literature, 1802-1881
3. The Wilson Indexes

a. Reader's Guide to Periodical Literature, 1900

b. Abridged Reader's Guide to Periodical Literature, 1935

c. International Index to Periodical Literature, 1907

d. Nineteenth Century Reader's Guide to Periodicals

4. New Indexes

a. The Official Index to the Times (London)

b. The New York Times Index

5. Pamphlet Indexes

a. Vertical File Index

PROPOSED PROJECTS

Project One:

Develop a radio program for introducing students, teachers, parents, and other citizens in your community to reference materials on drugs. Present in class.

Project Two:

Develop bibliographies on drugs to be used by the following:

a. students
b. teachers
c. parents and/or citizens

Project Three:

Prepare a bibliography on drugs in booklet form. Include zerox copies of articles which you consider useful in the preparation of your individual instructional program.

Project Four:

Develop a layman dictionary of terms (include terms which are commonly used in the current literature).

Project Five:

Develop a citation file on the commonly used drugs. (Include at least three sources per entry).

Project Six:

Develop a considerations file

a. Paper back books

b. Hard back books

c. Films

d. Filmstrips

e. Tapes

Project Seven:

Develop a bibliography of sources from which free and inexpensive materials on drugs can be obtained.

Project Eight:

Write ten letters of request to sources which will furnish free materials.

Project Nine:

Draw up a proposal for acquainting students, teachers, and parents in your community with materials on drugs.

Project Ten:

Compile a resource booklet of zeroxed articles from current periodicals.

Project Eleven:

Compile a scrapbook of current news articles on drugs.

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R615.1
D842 — Modell, Walter, Drugs in Current Use, N.Y., Springer Publishing Co., 1966.

R615
H851 — Modern Drug Encyclopedia and Therapeutic Index, 1st. Edition, New York, 1934.

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The New York Times Index

Reader's Guide to Periodical Literature

Social Sciences and Humanities Index

R614.606
W322 — Wasserman, Clara S., Health Organization of the United States, Canada and Internationally, N. Y. Graduate School of Business and Public Administration, Cornell University, 1965.

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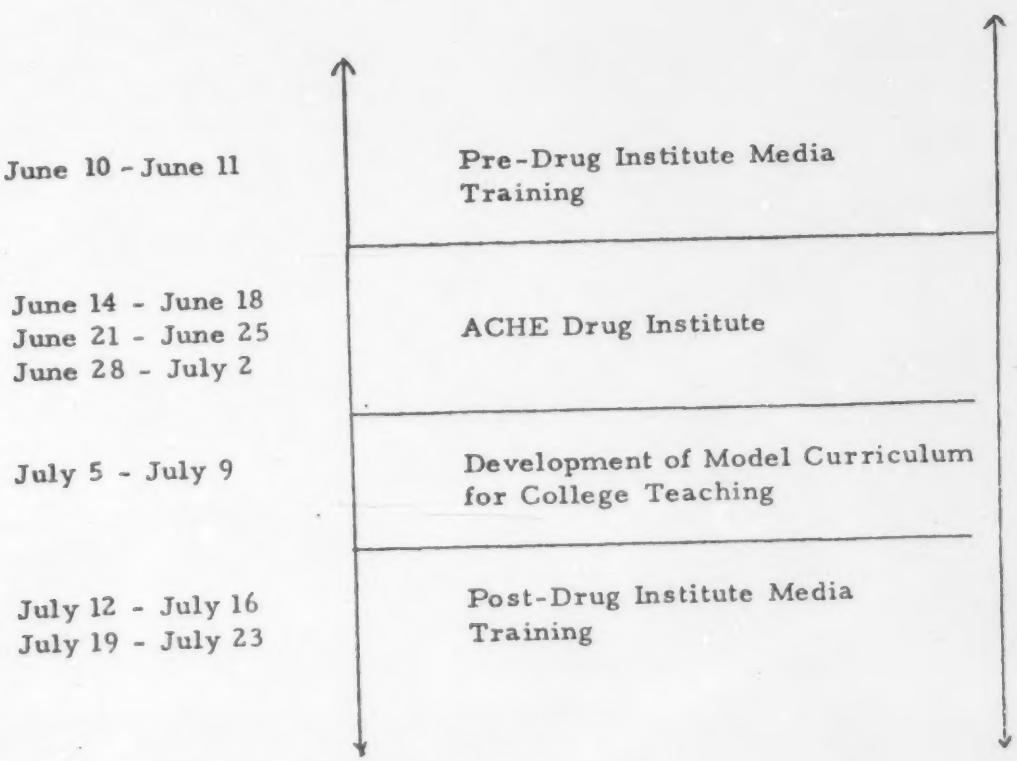
SCHEDULE OF CONCURRENT INSTITUTES

ACHE Drug Education Institute
Institute for Training in Librarianship

NOTE:

The Pre-Drug Institute Media Training and ACHE Drug Institute will meet together during the weeks of June 14 - July 9; consequently, they will be involved in the same program for four of the seven weeks. The other three weeks the participants will be involved in media training with emphasis on materials relative to drug education.


June 10 - June 11
Pre-Drug Institute Media Training
June 14 - June 18
June 21 - June 25
June 28 - July 2
ACHE Drug Institute
July 5 - July 9
Development of Model Curriculum for College Teaching
July 12 - July 16
July 19 - July 23
Post-Drug Institute Media Training

1971 HEA Institute

"TRAINING IN LIBRARIANSHIP FOR DRUG EDUCATION"

Participants

1. Abernathy, Leroy
   118 Chase Road
   Huntsville, Alabama 35762

   Library Consultant
   Urban Development
   Normal, Alabama

2. Akins, Sherl W.
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   Health Educator - Library Consultant
   Voorhees College
   Denmark, South Carolina

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   Fort Valley, Georgia

   Assistant Librarian in charge of Acquisition
   Fort Valley State College
   Fort Valley, Georgia

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   Birmingham, Alabama

5. Counts, Ruthe M.
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   Columbia, South Carolina 29204

   Librarian Assistant for Afro-American Collection
   Benedict College
   Columbia, South Carolina

6. Cummings, Ruth D.
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Starkville, Mississippi

Librarian
Mary Holmes College
West Point, Mississippi

7. Green, Lucile O.
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Montgomery, Alabama 36108

Librarian
Carver High School
Montgomery, Alabama

8. Harris, Sim O.
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Teacher - Library Consultant
Appleby School
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Librarian - Archivist
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Tuscaloosa, Alabama 35401

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Hazel Green, Alabama 35750

Librarian
Hazel Green High School
Hazel Green, Alabama 35750

11. Hinson, Ann J.
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Tallahassee, Florida

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Teacher - Library Consultant
Stone Junior High School
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13. Holt, Dorothy L.
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Instructor of Health and Physical Education
Library Consultant
Mobile State Junior College
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Urban Development
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15. Jenkins, Victoria W.
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Atlanta, Georgia 30314

Librarian
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16. Lockhart, Rudolph P.
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17. McCrary, Clara Belle
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Stillman College
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18. McElderry, Princess
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Librarian
Talladega County Training School
Talladega, Alabama

19. Meek, Robert L.
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A-V Coordinator - Library Consultant
Butler High School
Huntsville, Alabama

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Librarian
Hillsdale School
Mobile, Alabama 36617

21. Poole, Janett
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Librarian

22. Ramsey, R. L.
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23. Reichwein, Linda J.
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Librarian
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Birmingham, Alabama 35228

Reference Librarian
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Birmingham, Alabama

25. Trammell, Florence T.
P. O. Box 657
Tuskegee Institute, Alabama

Assistant Acquisitions Librarian
Tuskegee Institute
Tuskegee Institute, Alabama

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Box 197
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Assistant Reference Librarian
Alabama A. & M. University
Normal, Alabama 35762

27. Williams, Ada M.
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Augusta, Georgia 30906

Circulation Librarian
Paine College
Augusta, Georgia

28. Williams, Elizabeth
3338 Collier Court, N.W.
Atlanta, Georgia 30331

Librarian
Talladega College
Talladega, Alabama

STATISTICAL REPORT

Institution: Alabama A. & M. University
Subject Field: Training In Librarianship for Drug Education
State Code: Ala
Director: Dr. Carl H. Marbury

No. of Participants: 28
Institute: HEA

1. SEX:

Male	Female	NR
9	19	

2. AGE

Under 25	25-29	30-34	35-39	40-44	45-49	50-54
1	2	6	2	5	3	5

55-59	60 & over	NR
2	2	

3. HIGHEST DEGREE:

1	None		Professional Diploma
12	Bachelor's		Doctor's
15	Master's		NR

4. PRESENT EMPLOYMENT (at time of application):

10	In a single school (secondary, elem or pre)
	In a number of schools, or at the system level
16	Employed by an institution of higher education
2	Full time college student

5. GEOGRAPHIC DISTRIBUTION OF SCHOOL SYSTEM OR COLLEGE:

19	Alabama
1	Mississippi
4	Georgia
2	South Carolina
1	Florida
1	Louisiana

6: LEVEL OF SCHOOL OF SYSTEM (if employed below the college level)

	Pre-school
	Pre-school & elem.
	Elementary
1	Junior-High
	Senior High
9	Junior/Senior High

An HEA Institute for Training in Librarianship
for Drug Education

for

ACADEMIC AND SCHOOL LIBRARY MEDIA SPECIALISTS

ALABAMA CENTER FOR HIGHER EDUCATION CONSORTIUM

Summer 1971

Number: 30
Type: 15 Academic Librarians and 15 School Librarians for Drug Education Teams on Campuses and Within Communities

SCHOOL OF LIBRARY MEDIA
ALABAMA A. and M. UNIVERSITY
HUNTSVILLE, ALABAMA 35762

Conducted under a grant from the U. S. Office of Education, Title II-B, Higher Education Act, P. L. 89-329, as amended

16

INTRODUCTION

Alabama A. and M. University's recently established School of Library Media is continuing its efforts of providing advance training to improve the competencies of librarians by training 30 librarians (15 academic and 15 school) as a cooperative institute to the EPDA Drug Dependence Institute, sponsored by the Alabama Center for Higher Education (ACHE). The Institute proposes to train and organize teams on drug education from the participating ACHE colleges, and several other colleges and public schools in the Southeast. These teams will conduct short-term training programs for other faculty and staff members of the college and local community. The unique feature of this Institute is the development of workable packages of instructional materials for use in training other faculty and staff members of the participating colleges, secondary schools, and the several communities.

In effect, this Institute is a cooperative effort and an extension of an EPDA-ACHE Institute on Drug Dependence to include training in Librarianship and Drug Education. During the HEA Institute in Librarianship, emphasis will be placed on the effective use of print and non-print materials in drug education programs. The ACHE Consortium has been charged with the responsibility of developing a model curriculum in drug education for higher education. The participation of persons from the Librarianship Institute will enable each college and community team to have a more effective campus and community program.

OBJECTIVES:

The purpose of the 1971 HEA Institute for Training in Leadership and Drug Education is to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individual schools and communities. The specific objectives are:

1. To identify the specific problems in the participant's community that are most likely to turn a student toward drug abuse as a solution to his personal problems.

2. To identify agencies of local, state, and national reputation that have been or have the potential to be effective in dealing with drug abuse problems in the following situations:

   a. College campuses
   b. Local schools and communities

3. To describe the psychological and physiological aspects of drug abuse.

4. To serve as a member of a team that will develop for implementation a preventive drug abuse program to meet specific needs of the campus and the community.

5. To develop curriculum packages that may be utilized in a variety of methods on campus and in the communities involved.

6. To create packages of instructional materials that may be used throughout the Southeast in schools and communities trying to solve local drug abuse problems. These packages will include materials for use by individuals and small and large groups.

7. To develop model curriculum in cooperation with ACHE, the School of Education, and the School of Graduate Studies at the University.

NUMBER OF PARTICIPANTS:

A total of 30 participants will be chosen. Participants will be composed of four (4) teams--8 academic librarians, one each from the libraries of the Alabama Center for Higher Education; 8 secondary school librarians, one each from a secondary school in the city of the representative ACHE college; 7 academic librarians to be selected from the mid-south areas, including Mississippi, Alabama, Tennessee, Georgia, and Florida; 7 secondary librarians, one each from a secondary school to team with academic librarians from the same city.

HOUSING FACILITIES:

The dormitories for the Institute will be Hopkins Hall for men and Thomas Hall for women. They are three-story, air-conditioned structures located not more than two blocks from the library. Both halls are within easy access of the Student Center and cafeteria where food service is available at reasonable cost. Parking is available in lots adjacent to the halls. An estimate of weekly cost for room, food, and parking is $37.50. Living accommodations without food are not available on campus.

THE PROGRAM:

The objective of the Institute will be accomplished by the following program of studies and activities:

1. Bibliography of Drug Education - 2 hours

   Source collection, selection, and evaluation of drug education print and non-print materials which can be used in the instructional program of the school and community will be emphasized.

2. Preparation of Instructional Materials - 3 hours

   In this course, emphasis will be placed on preparation and creation of packages of instructional materials for use by drug education teams in educational and community situations.

3. Organization and Utilization of Instructional Materials - 2 hours-

   Organization, management, housing and maintenance of media and information centers in schools and communities; budget; instruction in use; personnel; services; research; relation of media center to the community. Emphasis will be placed on innovative practices and facilities design.

4. Seminar

   Seminars on Friday of each week will be held by the staff to discuss whatever participants wish and to answer questions and hear comments from the group for improvement of the program. Guest lecturers will also participate, when convenient.

5. Cultural Evening

   Presentation of film criticism and avant-garde films on Wednesday evenings will be directed by the professors of Audio-Visual Media.

6. Laboratory Activities

There will be supervised two-hour sessions each afternoon for reviewing recent materials, organizing media, preparation of instructional materials and development of packages in drug education.

7. Co-curricular Activities

There will be a program of social activities which will be coordinated by the Director and Assistant Director. The social activities will be managed by committees of students and at least one activity will be held per week with a special banquet during the final week.

APPLICATION AND SELECTION:

Applications, supported by a letter of recommendation from the local administration (President, Vice-President, Dean or Superintendent), must be received by Dr. Richard Arrington, Jr., Executive Director of ACHE, Birmingham, Alabama, Coordinator of Institute, on or before May 28, 1971. Dr. Arrington, assisted by the Institute Advisory Committee, will make the selections of participants and alternates. Since processing will be started upon receipt of application, it is to the advantage of each applicant to submit materials as early as possible. All applicants will be notified of Committee action by June 1, 1971, by telephone and by official letter. Letters of acceptance should be postmarked no later than June 3, 1971.

ACADEMIC CREDIT:

Academic credit is not the purpose of the Institute, however, participants may earn seven (7) semester hours of elective graduate credit. Participants who wish to receive credit will be required to qualify for graduate student status at Alabama A. and M. and to submit credentials of their prior training.

STIPENDS:

Participants will be awarded stipends of $75 per week, plus an allowance of $15 per week for each dependent during the period of the Institute. Participants are expected to provide their own books and supplies. No deductions will be made from the stipends for room, board, or the other expenses accruing to participants.

NONDISCRIMINATION:

In selecting individuals for participation and otherwise

in the administration of this program, the Alabama Center for Higher Education will not discriminate on the grounds of race, creed, color, or national origin of an applicant or participant.

CRITERIA FOR ELIGIBILITY:

For all participants, the criteria for eligibility will be as follows:

1. Evidence of continuing employment as a librarian or media specialist for the coming year.

2. Applicant should have several years of service remaining in his career to benefit the school and community.

3. Interest in and indication of a knowledge of materials and curriculum.

4. Evidence of sound character and high potential as a leader in assisting teachers and students in acquiring valid information relative to the problem of drug abuse in our society.

5. Evidence that the individual posesses the prerequisite academic aptitude to pursue the program successfully. Minimum admission requirements include an undergraduate index from an accredited institution of "C+" or better and previous graduate work must average "B" or better unless exceptional circumstances prevail.

Specific criteria for secondary personnel:

A valid librarian's or media specialist's certification.

Specific criteria for academic personnel:

1. Head institutional library director or staff member delegated by the director.

2. Library representative will be given time to serve as a drug education resource specialist.

TENTATIVE INSTITUTE STAFF:

Dr. Richard Arrington, Jr., Executive Director of ACHE, Birmingham, Alabama, Coordinator of Institutes.

Dr. Carl H. Marbury, Dean, School of Library Media and Professor of Philosophy, Alabama A. and M. University, Director of HEA Institute.

Mrs. Vivian D. Morris, Assistant Professor of Education, Alabama A. and M. University, Director of EPDA Institute on Drug Dependence.

Mr. Thomas V. Dawson, Director of Educational Media Center, Alabama A. and M. University, Audio-Visual Media Specialist.

Mrs. Willie Mae Bulter, Assistant Professor of Health and Physical Education, Alabama A. and M. University, Assistant Director of Institute.

Mrs. Bester Bonner, Assistant Professor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mrs. Alice Chang, Part-time Instructor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mrs. Bessie R. Grayson, Assistant Professor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mr. David Messer, Director, Educational Media Center, Henderson Community College-University of Kentucky, Institute Teaching Staff.

Mr. Larry N. Saunders, Assistant Professor of Audio-Visual Media and Consultant in the Development of the Alabama A. and M. University's A-V Center, Alabama A. and M. University, Institute Teaching Staff.

AUXILIARY EPDA INSTITUTE STAFF:

Mr. Robert Steele, Training Associate and member of Suicide Prevention Panel, Drug Dependence Institute for Training and Research, Yale University School of Medicine, Assistant Director of Institute and Coordinator of Group Work.

Dr. Earl Gooding, Associate Professor of Behavioral Sciences, Oakwood College, Senior Group Worker.

Dr. Amrit Barauh, Assistant Professor of Psychiatry, Yale University School of Medicine, Senior Group Worker.

Mr. Kermit Nash, Associate Professor of Psychiatry, Yale University School of Medicine, Senior Group Worker.

Mr. David Young, Training Instructor and Specialist in Self-rehabilitation, Drug Dependence Institute, Yale University.

Mr. Robert Tucker, Director, Drug Dependence Institute, Yale University.

Mrs. Jean Melton, Program Director, International Training Corporation, Detroit, Michigan.

INSTITUTE ADVISORY COMMITTEE:

Miss Dorothy L. Briscoe, Acting Librarian, J. F. Drake Memorial Library, Alabama A. and M. University.

Miss Carolyn I. Whitenack, Professor and Chairman, Educational Media Curriculum, Department of Education, Purdue University.

Mrs. Carrie C. Robinson, Coordinator, School Libraries, Alabama State Department of Education, Montgomery, Alabama.

Mrs. B. O. Weir, Head of Technical Services, J. F. Drake Memorial Library, Alabama A. and M. University.

Mrs. Mary G. Pryor, Librarian, Riverton Junior High School, Demonstration Library, Huntsville, Alabama.

Miss Carolyn Masters, Librarian, Huntsville High School, and Instructor, University of Alabama at Huntsville.

Mr. Jean Perreault, Director of Library, University of Alabama in Huntsville.

Dr. S. Q. Bryant, Dean, School of Education, Alabama A. and M. University.

Dr. L. W. Bonner, Dean, School of Graduate Studies, Alabama A. and M. University.

Dr. Henry Ponder, Vice-President of Academic Affairs, Alabama A. and M. University.

Mr. G. H. Hobson, Chairman, Department of Health and Physical Education, Alabama A. and M. University.

BEST COPY AVAILABLE

Mrs. Carrie C. Robinson, Coordinator, School Libraries, Alabama State Department of Education, Montgomery, Alabama.

Mrs. Mary G. Pryor, Librarian, Riverton Junior High School, Demonstration Library, Huntsville, Alabama.

Miss Carolyn Masters, Librarian, Huntsville High School, and Instructor, University of Alabama at Huntsville.

Dr. S. Q. Bryant, Dean, School of Education, Alabama A. and M. University.

Dr. L. W. Bonner, Dean, School of Graduate Studies, Alabama A. and M. University.

Dr. Henry Ponder, Vice-President of Academic Affairs, Alabama A. and M. University.

Mr. G. H. Hobson, Chairman, Department of Health and Physical Education, Alabama A. and M. University.

ALABAMA CENTER FOR HIGHER EDUCATION

Eight developing colleges in Alabama, all of which are predominately black, formed a corporation in 1968 to promote cooperative efforts among the colleges. The cooperative agency, the Alabama Center for Higher Education (ACHE), with the assistance of grants from federal agencies and private foundations, has organized and implemented several successful cooperative programs among member colleges. These programs are coordinated through ACHE's central office which has a full-time staff. The member colleges of ACHE are: Alabama A. and M. University, Alabama State University, Tuskegee Institute, Daniel Payne College, Miles College, Oakwood College, Stillman College and Talladega College. Collectively, these institutions have a student body of 12,000 and a faculty of more than 700.

HOST INSTITUTION

Alabama Agricultural and Mechanical University first opened its doors May 1, 1875 under the leadership of William Hooper Council. The name of the school was changed several times during the next few decades, but in 1969 it became known as Alabama Agricultural and Mechanical University.

Many cultural outlets are encouraged by the cosmopolitan mixture of 138,000 people living in Huntsville.....people drawn from all fifty states and many countries. The University and the vicinity of Huntsville possess numerous recreational facilities which are attractive to visitors and will be available to members of the institute. These include golf courses, a recreational gymnasium, tennis courts, summer convocations and lectures, a student center and other facilities.

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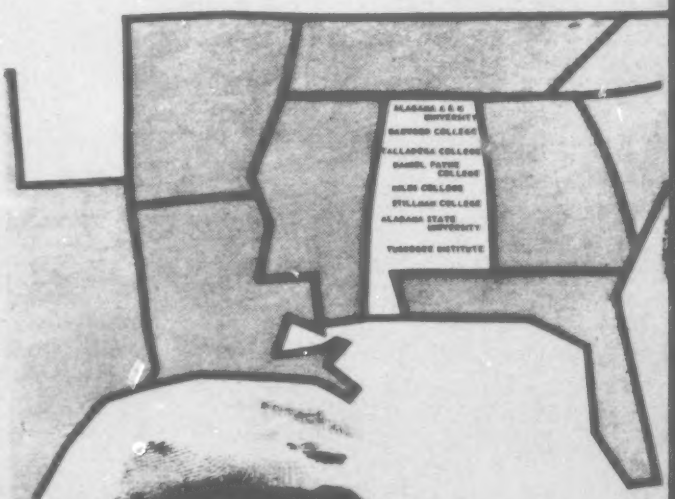
An HEA Institute for Training in Librarianship for Drug Education

for

ACADEMIC and SCHOOL LIBRARY MEDIA SPECIALISTS

ALABAMA CENTER FOR HIGHER EDUCATION CONSORTIUM



ion 1971

July 23

NUMBER: 30

TYPE: 15 Academic Librarians and 15 School Librarians for Drug Education Teams on Campuses and Within Communities

SCHOOL OF LIBRARY MEDIA
JOSEPH F. DRAKE MEMORIAL LIBRARY
ALABAMA A. AND M. UNIVERSITY
HUNTSVILLE, ALABAMA 35762

Conducted under a grant from the U. S. Office of Education, Title II-B, Higher Education Act, P. L. 89-329, as amended.

THE INSTITUTE

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OBJECTIVES

The purpose of the [illegible] HEA Institute for Training in Leadership and Drug Education is to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up both commercially available materials, and locally produced learning aids designed to meet the specific needs of individual schools and communities. The specific objectives are:

1. To identify the specific problems in the participant's community that are most likely to turn a student toward drug abuse as a solution to his personal problems.
2. To identify agencies of local, state, and national reputation that have been or have the potential to be effective in dealing with drug abuse problems in the following situations:
   a. College campuses
   b. Local schools and communities
3. To describe the psychological and physiological aspects of drug abuse.
4. To serve as a member of a team that will develop for implementation a preventive drug abuse program to meet specific needs of the campus and the community.
5. To develop curriculum packages that may be utilized in a variety of methods on campus and in the communities involved.
6. To create packages of instructional materials that may be used throughtout the Southeast in schools and communities trying to solve local drug abuse problems. These packages will include materials for use by individuals and small and large groups.
7. To develop model curriculum in cooperation with ACHE, the School of Education, and the School of Graduate Studies at the University.

NUMBER OF PARTICIPANTS

A total of 30 participants will be chosen. Participants will be composed of four (4) teams--8 academic librarians, one each from the libraries of the Alabama Center for Higher Education; 8 secondary school librarians, one each from a secondary school in the city of the representative ACHE college; 7 academic librarians to be selected from the mid-south areas, including Mississippi, Alabama, Tennessee, Georgia, and Florida; 7 secondary librarians, one each from a secondary school to team with academic librarian from the same city.

HOUSING FACILITIES

The dormitories for the Institute will be Hopkins Hall for men and Thomas Hall for women. They are three-story, air-conditioned structures located not more than two blocks from the library. Both halls are within easy access of the Student Center and cafeteria where food service is available at reasonable cost. Parking is available in lots adjacent to the halls. An estimate of weekly cost for room, food, and parking is $37.50.

THE PROGRAM

The objective of the Institute will be accomplished by the following program of studies and activities:

1. Bibliography of Drug Education – 2 hours
   Source collection, selection, and evaluation of drug education print and non-print materials which can be used in the instructional program of the school and community will be emphasized.
2. Preparation of Instructional Materials – 3 hours
   In this course, emphasis will be placed on preparation and creation of packages of instructional materials for use by drug education teams in educational and community situations.

3. Organization and Utilization of Instructional Materials – 2 hours
   Organization, management, housing and maintence of media and information centers in schools and communities; budget; instruction in use; personnel; services; research; relation of media center to the community. Emphasis will be placed on innovative practices and facilities design.

4. Seminar
   Seminars on Friday of each week will be held by the staff to discuss whatever participants wish and to answer questions and hear comments from the group for improvement of the program. Guest lecturers will also participate, when convenient.

5. Cultural Evening
   Presentation of film criticism and avant-grade films on Wednesday evenings will be directed by the professors of Audio-Visual Media.

6. Laboratory Activities
   There will be supervised two-hour sessions each afternoon for reviewing recent materials, organizing media, preparation of instructional materials and development of packages in drug education.

7. Co-curricular Activities
   There will be a program of social activities which will be coordinated by the Director and Assistant Director. The social activities will be managed by committees of students and at least one activity will be held per week with a special banquet during the final week.

APPLICATION AND SELECTION

Applications, supported by a letter of recommendation from the local administration (President, Vice-President, Dean or Superintendent), must be received by Director of the Institute, on or before June 1, 1971. The Director assisted by the Institute Advisory Committee, will make the selections of participants and alternates. Since processing will be started upon receipt of application, it is to the advantage of each applicant to submit materials as early as possible. All applicants will be notified of Committee action by June 3, 1971, by telephone and by official letter. Letters of acceptance should be postmarked no later than June 8, 1971.

ACADEMIC CREDIT

Academic credit is not the purpose of the Institute, however, participants may earn seven (7) semester hours of elective graduate credit. Participants who wish to receive credit will be required to qualify for graduate student status at Alabama A. and M. and to submit credentials of their prior training.

Carl H. Marbury, Director
Librarianship Institute for Drug Education
P. O. Box 283
Alabama A. and M. University
Huntsville, Alabama 35762

Please send me an application blank and employer's reference for the 1971 HEA Institute for Training in Librarianship.

NAME_____

STREET ADDRESS_____

CITY_____ STATE_____ ZIP_____

BEST COPY AVAILABLE

STIPENDS

Participants will be awarded stipends of $75 per week, plus an allowance of $15 per week for each dependent during the period of the Institute. Participants are expected to provide their own books and supplies, room, board, or other expenses accruing to participants.

NONDISCRIMINATION

In selecting individuals for participation and otherwise in the administration of this program, the Alabama Center for Higher Education will not discriminate on the grounds of race, creed, color or national origin of an applicant or participant.

CRITERIA FOR ELIGIBILITY

For all participants, the criteria for eligibility will be as follows:

1. Evidence of continuing employment as a librarian or media specialist for the coming year.
2. Applicant should have several years of service remaining in his career to benefit the school and community.
3. Interest in and indication of a knowledge of materials and curriculum.
4. Evidence of sound character and high potential as a leader in assisting teachers and students in acquiring valid information relative to the problem of drug abuse in our society.
5. Evidence that the individual possesses the prerequisite academic aptitude to pursue the program successfully. Minimum admission requirements include an undergraduate index from an accredited institution of "C+" or better and previous graduate work must average "B" or better unless exceptional circumstances prevail.

Specific criteria for secondary personnel:

A valid librarian's or media specialist's certification.

Specific criteria for academic personnel:

1. Head institutional library director or staff member delegated by the director.
2. Library representative will be given time to serve as a drug education resource specialist.

INSTITUTE STAFF

Dr. Richard Arrington, Jr., Executive Director of ACHE, Birmingham, Alabama, Coordinator of Institutes.

Dr. Carl Marbury, Dean, School of Library Media and Professor of Philosophy, Alabama A. and M. University, Director of HEA Institute.

Mrs. Vivian D. Morris, Assistant Professor of Education, Alabama A. and M. University, Director of EPDA Institute on Drug Dependence.

Mr. Thomas V. Dawson, Director of Educational Media Center, Alabama A. and M. University, Audio-Visual Media Specialist.

Mrs. Willie Mae Butler, Assistant Professor of Health and Physical Education, Alabama A. and M. University, Assistant Director of Institute.

Mrs. Bester Bonner, Assistant Professor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mrs. Bessie R. Grayson, Assistant Professor of Library Media, Alabama A. and M. University, Institute Teaching Staff.

Mr. David Messer, Director, Educational Media Center, Henderson Community College-University of Kentucky, Institute Teaching Staff.

Mr. Larry N. Saunders, Assistant Professor of Audio-Visual Media and Consultant in the Development of the Alabama A. and M. University's A-V Center, Alabama A. and M. University, Institute Teaching Staff.

AUXILIARY INSTITUTE STAFF

Mr. Robert Steele, Training Associate
member of Suicide Prevention Panel, Dr
pendence Institute for Training and
Yale University School of Medicine,
Director of Institute and Coordinato
Work.

Dr. Earl Gooding, Associate Professor
havioral Sciences, Oakwood College, Se
Group Worker.

Dr. Amrit Barauh, Assistant Professo
Psychiatry, Yale University School of Medicine,
Senior Group Worker.

Mr. Kermit Nash, Associate Professor of
Psychiatry, Yale University School of Medic
Senior Group Worker.

Mr. David Young, Training Instructor and specialist in Self-rehabilitation, Drug Dependence Institute, Yale University.

Mr. Robert Tucker, Director, Drug Dependence Institute, Yale University.

Mr. G. Jean Melton, Program Directo
national Training Corporation, Detroit, Michigan.

INSTITUTE ADVISORY COMMITTEE

Miss Dorothy L. Briscoe, Acting Librarian, J. F. Drake Memorial Library, Alabama A. and M. University.